MUSIC PROGRESSION MAP

Early Years Foundation Stage · Year 1 · Year 2

Skills and knowledge progression across the music curriculum.

01 LISTENING AND EVALUATING

EYFS

Skills

- Listening appropriately to someone leading a short musical phrase, song or rhyme.
- Exploring spontaneous movement with different parts of their body in response to music.
- Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).
- Identifying and imitating sounds from a variety of music.
- Considering whether background music and sound effects can enhance storytelling.
- Listening to music from a wide variety of cultures and historical periods.

Knowledge

- To understand how to listen carefully and talk about what I hear.
- To know that the beat is the steady pulse of a song.
- To understand that a piece of music can tell a story with sounds.
- To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).
- To know that an orchestra is a big group of people playing a variety of instruments together.
- To recognise music that is ‘fast’ or ‘slow.’
- To know that different instruments can sound like a particular character.
- To know that music often has more than one instrument being played at a time.
- To understand what 'high' and 'low' notes are.

YEAR 1

Skills

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Coordinating the speed of their movements to match the speed of the music (not the beat).
- Beginning to move in time with the beat of the music.
- Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)
- Identifying some common instruments when listening to music.
- Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- Recognising simple patterns and repetition in pitch (e.g. do re mi).
- Talking about the tempo of music using the vocabulary of fast and slow.
- Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- Talking about the pitch of music, using the vocabulary of high and low.
- Stating what they enjoyed about their peers’ performances.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
- Appreciating music from a wide variety of cultures and historical periods.

Knowledge

- To recognise and name the following instruments: up to three instruments from Group A and B.
- To know that sections of music can be described as fast or slow and the meaning of these terms.

- To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.
- To know that sounds within music can be described as high or low sounds and the meaning of these terms.
- To know that pulse is the regular heartbeat within music.
- To understand that the pulse of the music can change.
- To know that dynamics can change how someone listening feels about music.
- To know that an instrument or rhythm pattern can represent a character in a story.

YEAR 2

Skills

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Confidently moving in time with the beat of the music when modelled.
- Beginning to keep movements to the beat of different speeds of music.
- Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
- Identifying some common instruments when listening to music.
- Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- Recognising simple patterns and repetition in pitch (e.g. do re mi).
- Talking about the tempo of music using the vocabulary of fast and slow.
- Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- Talking about the pitch of music, using the vocabulary of high and low.
- Stating what they enjoyed about their peers' performances.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
- Appreciating music from a wide variety of cultures and historical periods.

Knowledge

- To be able to recognise and name up to three instruments from Group A and B.
- To know that sections of music can be described as fast or slow and the meaning of these terms.
- To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.
- To know that sounds within music can be described as high or low sounds and the meaning of these terms.
- To know that dynamics can change the effect a sound has on the audience.

02 CREATING SOUND

EYFS

Skills

- Singing short, rhythmic rhymes and songs.
- Using both speaking and singing voices.
- Unconsciously beginning to sing to the pulse of a song.
- Exploring vowel sounds through call and response activities.
- Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)
- Exploring different ways of holding a range of instruments. (Groups A, B and C.)
- Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)
- Using instruments expressively to music. (Group B.)
- Using instruments to begin to follow a beat, with guidance. (Group A.)
- Finding a comfortable static position when playing instruments or singing.

Knowledge

- To know that sounds can be copied by my voice, body percussion and instruments.
- To understand that instruments can be played loudly or softly.
- To understand that my voice or an instrument can match an action in a song.
- To recognise that different sounds can be long or short.

YEAR 1

Skills

- Singing simple songs, chants and rhymes from memory.
- Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.
- Competently singing songs with a very small pitch range (two notes that are different but close together).
- Breathing at appropriate times when singing.
- Exploring changing their singing voice in different ways.
- Singing a range of call and response songs, attempting to match the pitch and tempo they hear.
- Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)
- Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)
- Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)
- Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
- Starting to understand how to produce different sounds on pitched instruments. (Group C.)
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

Knowledge

- To know that my voice, body and instruments can show fast and slow beats.
- To know that the voice can whisper and shout to help tell a story.

YEAR 2

Skills

- Singing simple songs, chants and rhymes from memory.
- Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.
- Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).
- Breathing at appropriate times when singing.
- Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.
- Singing part of a given song in their head (using their 'thinking voice').
- Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)
- Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)
- Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)
- Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
- Starting to understand how to produce different sounds on pitched instruments. (Group C.)
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

03 NOTATION

EYFS

Skills

- Developing an awareness of high and low through pictorial representations of sound.

YEAR 1

Skills

- Reading different types of notation by moving eyes from left to right as sound occurs.
- Recognising pitch patterns using dots.
- Using pictorial representations to stay in time with the pulse when singing or playing.
- Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).

Knowledge

- To know that notation is read from left to right.
- To understand that music can be represented by pictures or symbols.

YEAR 2

Skills

- Reading different types of notation by moving eyes from left to right as sound occurs.
- Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).
- Using pictorial representations to stay in time with the pulse when singing or playing.
- Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).
- Beginning to read simple rhythmic patterns which include two half beats (quavers).

Knowledge

- To know notation is read from left to right.
- To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.
- To know that pictorial representations of rhythm show sounds and rests.

04 IMPROVISING AND COMPOSING

EYFS

Skills

- Exploring and imitating sounds from their environment and in response to events in stories.
- Exploring and imitating sounds.
- Experimenting with creating sound in different ways using instruments, body percussion and voices.
- Selecting classroom objects to use as instruments.
- Selecting sounds that make them feel a certain way or remind them of something.
- Playing sounds at the relevant point in a storytelling.

YEAR 1

Skills

- Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.
- Improvising simple question and answer phrases, using untuned percussion or voices.
- Experimenting with creating different sounds using a single instrument.
- Experimenting with creating loud, soft, high and low sounds.
- Selecting objects and instruments to create sounds to represent a given idea or character.
- Playing and combining sounds under the direction of a leader (the teacher)

YEAR 2

Skills

- Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.
- Improvising simple question and answer phrases, using untuned percussion or voices.
- Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

05 PERFORMING

EYFS

Skills

- Beginning to say what they liked about others' performances.
- Beginning to say what they liked about others' performances.
- Spontaneously expressing feelings around performing.
- Performing actively as part of a group.
- Demonstrating being a good audience member, by looking, listening and maintaining attention.

Knowledge

- To know that there are special songs we can sing to celebrate events.
- To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
- To understand that performing means playing a finished piece of music for an audience.

YEAR 1

Skills

- Offering positive feedback on others' performances.
- Starting to maintain a steady beat throughout short singing performances.
- Keeping head raised when singing.
- Keeping instruments still until their part in the performance.
- Performing actively as part of a group; keeping in time with the beat.
- Showing awareness of leader particularly when starting or ending a piece.

YEAR 2

Skills

- Offering positive feedback on others' performances.
- Starting to maintain a steady beat throughout short singing performances.
- Standing or sitting appropriately when performing or waiting to perform.
- Beginning to acknowledge their own feelings around performance.
- Performing actively as a group, clearly keeping in time with the beat.
- Following a leader to start and end a piece appropriately.